

Vermont Work-Based Learning Manual

**Guidelines and Tools to Support Work-Based Learning
Experiences for All Learners**



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The updated *Vermont Work-Based Learning Manual* can be traced through several essential documents produced by Vermont educators, agencies, and organizations. In 1998, the state's School-to-Work Initiative supported the production of the original work-based learning manual. The manual was restructured in 2010 when the Agency of Education commissioned Linking Learning to Life and the Upper Valley Business and Education Partnership to carry out the rewrite and include the Vermont Work-Based Learning Standards. The updated *Vermont Work-Based Learning Manual* reflects the state's Act 77: Flexible Pathways Initiative and the Education Quality Standards. This version could not have been possible without the significant contributions of the educators, agencies, and organizations across Vermont.

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INTRODUCTION

In July of 2013 the General Assembly of the State of Vermont enacted Act 77: Flexible Pathways to Secondary School Completion -- the culminating result of years of work by many Vermont citizens, educators, and policy-makers to foster a system of public education in which every student graduates and every graduate is college and career ready. The Flexible Pathways Initiative (16 V.S.A. § 941) was created:

- (1) to encourage and support the creativity of school districts as they develop and expand high-quality educational experiences that are an integral part of secondary education in the evolving 21st Century classroom;*
- (2) to promote opportunities for Vermont students to achieve postsecondary readiness through high-quality educational experiences that acknowledge individual goals, learning styles, and abilities;*
- (3) to increase the rates of secondary school completion and postsecondary continuation in Vermont; and*
- (4) to provide students, beginning no later than in the seventh grade, with career development and postsecondary planning resources to ensure that they are able to take full advantage of the opportunities available within the flexible pathways to graduation and to achieve their career and postsecondary education and training goals.*

One flexible pathway opportunity articulated in Act 77 is work-based learning. **Work-based learning is an educational program or experience involving student interactions with industry or community professionals in real, virtual, online, or simulated work environments that exposes learners to postsecondary options, provides opportunities for skill development and proficiency attainment, and allows students to reinforce and deepen their school-based learning.** Through work-based learning experiences, educational programs become more relevant, rigorous, challenging, and rewarding for students, parents, educators, and employers. These experiences can particularly help students make the connection between academic principles and real world applications.

The updated *Vermont Work-Based Learning Manual* offers a variety of tools to support safe, meaningful, and sustainable work-based learning experiences for all learners. This manual is designed to assist practitioners with the development, implementation, and evaluation of well-rounded work-based learning experiences for all learners.

VERMONT WORK-BASED LEARNING STANDARDS

STANDARD 1: Every high school provides work-based learning experiences that contribute to college and career readiness.

INDICATORS

- All state-approved secondary schools ensure work-based learning experiences are an available option to all students as part of a personalized learning planning process.
- All state-approved secondary schools ensure that WBL Coordinators have clearly defined job descriptions and work under a highly qualified supervisor.
- For secondary students with special needs, WBL experiences are informed by their IEP/504/EST/transition plans.
- All WBL experiences foster cultural and gender equity, and explore non-traditional career options.

EXAMPLES of EVIDENCE

- Each school has identified how student WBL experiences contribute to secondary school completion and post-secondary readiness.
- Each school has identified student readiness criteria for WBL experiences.
- WBL materials and resources appeal to and are relevant to the interests and needs of a diverse student audience.

STANDARD 2: A licensed WBL Coordinator establishes, coordinates and evaluates work-based learning experiences that reinforce students' personal, academic, and career goals as identified in their personalized learning plan (PLP).

INDICATORS

- WBL Coordinators develop and sustain relationships between employers and their school(s).
- WBL Coordinators identify and differentiate learning outcomes for individual WBL experiences.
- WBL Coordinators evaluate the quality of WBL experiences in partnership with students and other stakeholders.
- WBL Coordinators oversee development, implementation and documentation of any required WBL agreements and training plans with students, employers and, when applicable, guardians/parents.
- WBL Coordinators ensure safe and equitable environments for diverse student populations.

EXAMPLES of EVIDENCE

- WBL Coordinators complete licensing and endorsement requirements through the Agency of Education.

- Materials and resources are used to develop, monitor, align, and evaluate WBL experiences.
- WBL Coordinators monitor and revise WBL experiences to reflect evaluation data and feedback, and to ensure inclusive and safe environments.

STANDARD 3: WBL Coordinators partner with employers to contribute to the readiness of the future workforce through authentic WBL experiences.

INDICATORS

- Employers provide opportunities for students to explore an area of career interest.
- Employers participate in and/or design performance assessments to measure student proficiency for certain types of WBL experiences (i.e. internships and co-op placements).
- Employers evaluate the quality of work-based learning experiences.
- Employers assist in designing WBL agreements and training plans with WBL Coordinators, students and, when applicable, guardian/parent for certain types of WBL experiences.

EXAMPLES of EVIDENCE

- Employer evaluations and feedback influence WBL programs.
- Employers can articulate their role in providing students with authentic learning experiences.
- Employers can identify the benefits of participating in WBL experiences to their employees and their organization.
- Students are able to articulate how the WBL experience has advanced their personal, academic, and career goals.

STANDARD 4: Students' Personalized Learning Plans include WBL experiences that support students' personal, academic, and career goals.

INDICATORS

- Students participate in WBL experiences that reflect their personal, academic, and career goals.
- Students engaged in WBL experiences co-design a WBL agreement and/or a training plan with their WBL Coordinator, employer, and, when applicable, guardian/parent.
- Specific learning targets are identified and assessed for each student.
- Students examine cultural and gender (in)equity in traditional and non-traditional career options.

EXAMPLES of EVIDENCE

- Students identify and reflect on how WBL experiences help achieve their personal, academic, and career goals as set forth in their PLPs.
- Students identify and consider how their WBL experience did or did not support diverse cultures, gender equity, and non-traditional career options.

STANDARD 5: WBL experiences are part of a career development progression that includes resources and opportunities for career awareness, exploration, preparation, and training.

INDICATORS

- WBL experiences are aligned with transferable skills.
- WBL experiences provide students with opportunities to practice and demonstrate transferable skills.
- WBL experiences include opportunities for both traditional and non-traditional career exploration.

EXAMPLES of EVIDENCE

- WBL experiences are part of a K-12 progression of career development.
- WBL experiences reflect current and emerging professions and provide the necessary knowledge and skills to access career pathways.

STANDARD 6: WBL experiences reflect academic proficiencies and career specific competencies.

INDICATORS

- WBL experiences are aligned with proficiency based graduation requirements and career specific competencies.

EXAMPLES of EVIDENCE

- Schools define how WBL experiences help students attain academic proficiency.
- Students have the opportunity to demonstrate and attain relevant academic proficiency through WBL experiences.

STANDARD 7: WBL experiences are compliant with legal, health, and safety regulations.

INDICATORS

- Secondary schools are responsible for providing adequate insurance and other risk management policies related to WBL experiences.
- Employers are responsible for providing safe, appropriately supervised worksite learning environments in accordance with the school and worksite agreement and State and Federal labor regulations.
- When WBL experiences meet the Department of Labor's criteria for employment, students will be paid.
- Secondary schools must ensure that WBL experiences adhere to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

EXAMPLES of EVIDENCE

- WBL Coordinators ensure that WBL experiences meet all relevant legal, health, and safety standards.
- Students are informed about the laws, policies, and procedures that are in place for their protection in the working environment.
- WBL Coordinators maintain the required documentation for student placements that detail the rights, responsibilities and risks inherent in that placement.

WORK-BASED LEARNING WITHIN THE CAREER DEVELOPMENT PROGRESSION

| Career Development | Definition | Age Range* | WBL Coordinator | WBL (sample)Experiences | Personalized Learning Plan(PLP) |
|------------------------------------|--|------------|---|---|---|
| Career Awareness | School-directed experiences, which may or may not involve industry participation, focused on exposing students to a broad range of industries and the career opportunities within them. | 5-14+ | No | Worksite Visits/Tours, Career Speakers/Career in the Classroom Days, Career Fairs, Interest Inventories, Aptitude Assessments | Students use the WBL experiences to shape their personal, academic, and career goals. |
| Career Exploration | Student-driven experiences with professionals that allow students to learn about specific areas of interest based on inventories/assessments. | 14-18+ | May be required depending on the location of the WBL experience** | Informational Interviews, Job Shadows, Virtual Learning, Unpaid Work Experience, Career Work Experience | Students' WBL experiences align with their personal, academic, and career goals outlined in their PLPs. |
| Career Preparation | Students are immersed in WBL experiences that augment their academic and career development. Experiences enhance curriculum, align with student goals, reinforce transferable skills, and take place in professional working environments and educational settings. Students work toward attaining identified academic and transferable skill proficiency through these experiences. | 14-18+ | Yes | Internships, Paid Work Experience, Transition Services, CTE programs | Through WBL experiences students demonstrate and document their progress towards identified academic proficiencies and transferable skills. |
| Career Training | Business and industry led training in which students demonstrate academic and career/technical proficiency through experiences that are directly related to a specific occupation or trade. These experiences are outlined in training plans that are an extension of the students' personalized learning plans. | 16-18+ | Yes | Apprenticeship and Cooperative Education through CTE programs | Students demonstrate and document academic and transferable skill proficiency through WBL experiences as part of their PLP process. |

* Age Range- [Child Labor Laws](#) and [Fair Labor Standards Act](#) use age as a participation parameter in some WBL experiences.

** Depending on the industry, occupation, and/or worksite, job shadows and site visits may be considered hazardous according to the DOL. Such WBL experiences may need additional scrutiny by a WBL Coordinator and may not be appropriate for students below the age of 14

SCHOOLS AND ADMINISTRATORS: ROLES AND RESPONSIBILITIES

In order to integrate sustainable work-based learning experiences that contribute to college and career readiness **schools are responsible** for the following:

- Support the work-based learning program and, if applicable, any WBL advisory committee (e.g., an internal school team or an external entity such as a local [Workforce Investment Board](#)).
- Provide students the opportunity to participate in WBL experiences.
- Identify student readiness criteria for WBL experiences and developmental opportunities to attain readiness.
- Carry proper insurance coverage.
- Provide sufficient time for the WBL Coordinator to manage the program and observe students at worksites.
- Adopt processes for evaluation and assessment to ensure WBL experiences are of high quality for the student.

Provide WBL Coordinators with Supervisory Union/School District policy on Criminal Background Checks for people that directly work or volunteer with youth.

BENEFITS TO SCHOOLS

- Provide flexible pathways for students to demonstrate college and career readiness.
- Enhance the ability to meet the interests and needs of diverse student populations.
- Contribute to and support the personalized learning planning process.
- Strengthen the school's relationship with the community and the workforce.
- Inform staff professional learning opportunities.
- Make learning more relevant and authentic for students.

Increase student engagement.

SCHOOL ADMINISTRATORS

In order to integrate sustainable work-based learning experiences that contribute to college and career readiness school administrators are responsible for the following:

- Review [Vermont Work-Based Learning Standards](#) in order to monitor the program.
- Promote WBL programs as an integral part of the school's curriculum.
- Support WBL experiences as part of the [career development progression](#).
- Ensure compliance with federal and state regulations.
- Ensure an appropriately licensed WBL Coordinator oversees WBL experiences.
- Assist WBL Coordinator in the management of student conduct or discipline when needed.

SCHOOL ADMINISTRATORS & SCHOOL STAFF

In order to integrate sustainable work-based learning experiences that contribute to college and career readiness school administrators are responsible for collaborating with school staff around the following:

- Develop a budget and identify funds and other resources to support WBL experiences (e.g., transportation, technology for virtual WBL opportunities, professional learning).
- Inform staff about the purpose and benefits of WBL experiences, the changing demands of the workplace and the range of post-secondary options.
- Provide professional learning opportunities for all staff that are involved in WBL experiences.
- Provide opportunities for the WBL Coordinator to visit the workplace and meet with work site staff.
- Integrate WBL experiences into the school culture.
- Provide academic educators and WBL Coordinators time to identify which academic proficiencies can be met effectively through work-based learning.
- Ensure that WBL Coordinators have the time to collaborate with special educators to meet the needs of students with disabilities.
- Provide WBL Coordinators flexible time to collaborate with external partners to provide authentic WBL experiences to students.

SCHOOL ADMINISTRATORS & STUDENTS

In order to integrate sustainable work-based learning experiences that contribute to college and career readiness school administrators are responsible for collaborating with students around the following:

- Inform students about the purpose and benefits of WBL experiences, the changing demands of the workplace, and the range of post-secondary options.
- Provide time for students and educators to collaborate in the design of work-based learning opportunities as part of the students' personalized learning planning process.
- Provide relevant work-based learning resources and opportunities that encompass diverse cultures, ensure gender equity, and explore non-traditional career options.

SCHOOL ADMINISTRATORS & GUARDIAN(S)/PARENT(S)

In order to integrate sustainable work-based learning experiences that contribute to college and career readiness school administrators are responsible for collaborating with guardians/parents around the following:

- Inform guardians about the purpose and benefits of WBL experiences, the changing demands of the workplace and the range of post-secondary options.
- Involve guardians in work-based learning design and ongoing operations as part of the student's personalized learning planning process.
- Invite guardians to meet the employers and visit the institutions connected with work-based learning experiences.

- Provide guardians with the academic and career planning resources relative to work-based learning experiences.

SCHOOL ADMINISTRATORS & EXTERNAL PARTNERS

In order to integrate sustainable work-based learning experiences that contribute to college and career readiness school administrators are responsible for collaborating with external partners around the following:

- Inform employers and community about the purpose and benefits of WBL experiences, the changing demands of the workplace and the range of post-secondary options.
- Engage employers and community in developing work-based learning experiences.
- Invite employers and community members to contribute authentic and relevant resources that support work-based learning experiences.

Establish partnerships with employers and community members to support sustainable work-based learning experiences.

RESOURCES

- [Minnesota Connecting Youth to Work-Based Learning Manual](#)
- [Tennessee Building a Work-Based Learning System: Key Roles and Responsibilities](#)
- The [Upper Valley Business & Education Partnership's Externship Program](#) provides professional learning for educators to support the development of the school's WBL program.

WORK-BASED LEARNING COORDINATOR: ROLES AND RESPONSIBILITIES

WBL Coordinators are responsible for the development, coordination, implementation, and evaluation of a range of work-based learning experiences that take place both inside and outside of the school. It is the WBL Coordinator's duty to support students and employers in planning and implementing safe, effective, and authentic learning experiences. WBL Coordinators continuously update WBL opportunities based on stakeholder evaluation data, current and emerging professions, and economic trends.

Establish work-based learning experiences that reinforce students' personal, academic, and career goals as identified in their PLPs.

- Inform students, guardians, and educators about work-based learning experiences available to students
- Conduct or assist in classroom learning that addresses pre-employment skills, work readiness and job search skills
- Provide career resources and postsecondary planning materials to students
- Gather information about successful work-based learning programs
- Research potential employers through personal networks, professional organizations, and local and state agencies
- Collaborate with content area educators to ensure students are meeting content-based proficiencies when students are in long term WBL experiences
- Network with other WBL Coordinators to share promising practices and improve strategies to resolve challenges
- Assist students in identifying and accessing WBL experiences that connect to their personal, academic, and career goals
- Verify proper insurance coverage
- Co-develop interdisciplinary learning resources with academic educators, CTE instructors, and school counselors to support work-based learning experiences
- Communicate WBL expectations and benefits to potential external partners
- Develop a system of feedback and evaluation for students engaged in WBL experiences
- Implement a process for students to engage in intensive WBL experiences based on identified student readiness criteria
- Secure appropriate and safe worksites for students
- Verify WBL experiences support students' academic and career goals as identified in PLPs
- Ensure WBL experiences meet state and/or local standards
- Disseminate program information to all stakeholders

RESOURCES for ESTABLISHING WBL EXPERIENCES

- WBL Programs across the U.S.: [Tennessee's DoE Work-Based Learning Program](#), [West Virginia DoE Work-Based Learning Program](#), [Massachusetts DESE Connecting Activities \(CA\) initiative](#), [Minnesota DoE Work-Based Learning Program](#), [Minnesota Connecting Youth to Work-Based Learning Manual](#), [Ohio DoE Work-Based Learning](#), [Massachusetts Work-Based Learning Plan](#)
- Several state agencies involved in workforce development: [Department of Labor](#), [Agency of Commerce and Community Development](#), [Division of Vocational Rehabilitation](#), [Vermont Agency of Transportation](#)
- The West Virginia Department of Education developed the [Experiential Learning Guide](#) that provides checklists, forms, and evaluations for students and employers participating in work-based learning opportunities.
- The Vermont State Board of Education has adopted the following standards [Common Core State Standards](#), [Next Generation Science Standards](#), [National Core Arts Standards](#), [National Health Education Standards](#), [National Standards and Grade-Level Outcomes for Physical Education](#)

Coordinate work-based learning experiences that reinforce students' personal, academic, and career goals as identified in their PLPs

- Arrange for guest speakers at school (e.g., panel discussions, community mentors or guest lecturers, job fairs)
- Organize individual and group work site tours and job shadow opportunities for students
- Secure commitment from potential employers to support WBL experiences
- Share identified student learning targets (academic proficiencies and industry competencies) with employer
- Co-design training plans with students, employers, guardians, and educators that communicate the stakeholders' responsibilities prior to initiating the work-based learning experiences. ([Sample Training Plans](#), [Minnesota DoE](#), [Experiential Learning Guide](#), [West Virginia DoE](#), [Massachusetts DESE Forms, Procedures, and Practices](#))
- Ensure students meet legal requirements prior to engaging in work-based learning experiences ([Department of Labor](#), [Fair Labor Standards Act](#))
- Review worksite responsibilities with student and employer to establish a shared understanding of the goals of the WBL experience and to ensure all child labor laws are met
- Serve as the liaison between school and WBL site
- Visit the worksite to ensure the employer and student are following the Training Plan and the student is working in a safe environment
- Establish a procedure for regularly scheduled meetings with employers and worksite supervisors to discuss the student's progress in achieving the employer's, school's, and student's expectations

Follow-up on any concerns or questions raised by the student, parent/guardian, worksite supervisor or employer

PROMISING PRACTICES CHECKLIST FOR WORKSITE SELECTION

- Develop a checklist of items to look for when evaluating a worksite.
- Explore the interest level the employer has for participating in a WBL program.
- Interview employees at the worksite. Identify potential worksite supervisors.
- Assess the capacity of the worksite supervisor and employer to meet the needs of the student.
- Find out about the suitability of occupations for young people.
- Learn about opportunities for the development of progressive training plans including possible advancement. (This should include a variety of tasks for students to develop competencies.)
- Obtain a copy of the employer's liability insurance including workers' compensation when required.
- Identify training and safety needs and who is responsible for training.
- Verify wages are aligned with the local prevailing wage.
- Make sure employer understands and is compliant with federal and state laws including child labor laws.
- Obtain a copy of the business/employer's employee handbook, if available.
- Determine if any accessibility concerns are present.

Evaluate work-based learning experiences that reinforce students' personal, academic and career goals

- Measure student progress against training agreement's terms and conditions
- Provide adequate monitoring and communications with the student workplace mentors/supervisors
- Monitor WBL site safety conditions
- Maintain copies of agreements, work permits, insurance and liability coverages, and permission forms
- Maintain student records for local and state reporting.
- Distribute, collect, and analyze WBL employer evaluations ([Tennessee WBL Employer Survey](#) , [West Virginia Industry Evaluation Rubric](#))
- Distribute, collect, and analyze WBL student evaluations
- Assist students in assessing WBL experience learning targets
- Assist students in revising their personal, academic, and career goals after WBL experience
- Self-assess WBL program for program improvement.
- Revise WBL experiences to reflect self-assessment, employer and student evaluation data, and student learning target assessments

(The above lists were adapted from the [Minnesota Connecting Youth to Work-Based Learning Manual](#))

♦The West Virginia Department of Education developed the [Experiential Learning Guide](#) that provides checklists, forms, and evaluations for students and employers participating in work-based learning opportunities.♦

WBL COORDINATOR SAFETY CHECKLIST

In order to ensure student safety, it is recommended that you:

- Contact the Vermont Department of Labor to check on workplace safety requirements.
- Include safety items in your worksite evaluation forms.
- Visit work sites before placing students.
- Look at the work areas students will be in. Are there any apparent concerns with safety? If so, ask how students will be protected.
- Identify needed safety equipment (e.g., safety glasses, steel-toed boots, etc.).
- If needed, who will provide the equipment for the student—the employer, the school or the student?
- Talk with the employer and the student’s worksite supervisor about safety issues.
- Train students on safety issues before they go into the workplace.
- Ensure that students placed in childcare facilities, medical facilities, and other sites where they may be in potential contact with body fluids or wastes are inoculated with the Hepatitis B vaccine.

To ensure the safety of the students, safety training at the school and worksite should include:

- Basic first aid
- Basic safety rules
- Health and safety hazards
- Proper use of safety equipment and protective clothing
- Ergonomics
- Proper handling of materials
- Maintaining safe and clean work areas
- Safe practices with machines and tools
- [VT Employee Rights](#)
- Reporting of illnesses, injuries or unsafe conditions
- Sources [VT Employee Rights](#), [MN DCFL](#), [VOSHA](#)

EMPLOYER

The primary role of the employer is to provide an environment in which learning can take place. The employer and the work site supervisor should understand the goals of the WBL experience, the WBL agreement and/or the training plan goals, when applicable. WBL Coordinators partner with employers and site supervisors to contribute to the readiness of the future workforce through authentic WBL experiences. In general, the employer is responsible for the following:

EMPLOYER RESPONSIBILITIES

- Follow all federal and state child labor laws.
- Collaborate with WBL Coordinator and student to develop a WBL agreement and/or training plan when applicable.
- Orient students to the work site: business operations, performance expectations, relevant policies and job specific safety training.
- Provide worker's compensation for the student for all paid hours worked (for paid experiences).
- Pay at least the state minimum wage for hours worked by the student (for paid experiences) unless student qualifies for an exception to the minimum wage laws in which case documentation must be completed and on file.
- Provide an authentic work experience that supports the student's academic and career goals.
- Conduct progress reviews with the student (which may include guardian/parent, and school personnel) and provide copies of those reviews to the school.
- Treat the student as a regular employee.
- Do not exclude student from participation in the program on the basis of race, color, creed, religion, sex, national origin, age, disability, marital status, status in regard to public assistance, or any other protected groups under state, federal or local Equal Opportunity Laws.
- Protect student from sexual harassment.
- Provide student with safety training, safe equipment, and a safe and healthy workplace that conforms to all health and safety standards of federal and state law (including the [Fair Labor Standards Act](#), [Occupational Safety and Health Administration](#), and [Vermont Child Labor Laws](#)).
- Properly train student on the safe operation of any appropriate equipment, meeting the requirements of OSHA and Child Labor Laws, prior to use.
- Meet with the WBL Coordinator to assess student progress and address problems that arise.
- Complete formal evaluations of student work at the work site.

Identifying and recruiting businesses/employers is an on-going process. Employers may need encouragement and incentives when developing and sustaining partnerships with schools. A

great deal of collaboration should occur between the WBL coordinator and employer to foster and maintain a positive and effective relationship. Informing employers about the advantages of WBL partnerships is a valuable step in establishing school/employer partnerships.

BENEFITS TO EMPLOYERS

- A new pool of potential employees who will understand the needs and expectations of the workplace.
- An effective way to connect with local educators, communicate employer needs, and provide opportunities for students.
- Improved employee morale through student workplace learning. (e.g., employees take pride in supervising a young person who in turn may improve their work performance).

A way to provide a community service.

RESOURCES

- [Employer Satisfaction Survey - Tennessee DoE](#)
- [Ohio DoE Work-Based Learning](#)
- [Tennessee DoE Work-Based Learning Resources](#)
- [Minnesota Connecting Youth to Work-Based Learning Manual](#)
- [Work-Based Learning: AN EMPLOYER'S GUIDE](#), Change the Equation
- [Employer Toolkit, Jobs for the Future](#)

TYPES OF WORK-BASED LEARNING EXPERIENCES

Work-based learning is an educational program or experience that offers students an opportunity to reinforce and deepen their learning, explore career fields, and demonstrate their skills. For work-based learning experiences to have the greatest impact on students, a variety of WBL opportunities should be embedded into the student's pathway to secondary school completion. In elementary and middle school, students may participate in groups in broad **Career Awareness** experiences to learn about a variety of opportunities that may appeal to them. To dive deeper into their areas of interest, **Career Exploration** opportunities provide more focused experiences in which students take a proactive role in identifying and pursuing relevant career and postsecondary options to shape their long-term goals. Once students have a deeper understanding of the world of work they are able to shape their own pathway in preparation for their chosen careers. **Career Preparation** and **Training** experiences are learning opportunities in a workplace that enable students to demonstrate progress towards academic and career/technical proficiency through experiences that are directly related to a specific occupation or trade.

CAREER AWARENESS

Career Speakers/Career Days in the Classroom* are career awareness experiences for students to learn first-hand about the skills required in various occupations or career areas; the career paths taken by those in the field; the tools, materials and equipment used; and the work environment and expectations for performance in various occupations.

Worksite Visits and Tours* are career awareness experiences in which classes or small groups of students visit appropriate work sites to provide students with an up-close look at a workplace, the people working there, and then relate it to classroom learning. These activities are supervised and designed to explore a variety of jobs.

Career Fairs* are career awareness experiences for larger groups of students that may be organized by schools and employers to introduce students to opportunities within a business or career field. Career fairs bring together representatives from a variety of careers to share information about their company, their job, and what education, skills, and knowledge are required for success in their career.

CAREER EXPLORATION

Informational interviewing* is a career exploration experience in which the student makes contact with a business/industry representative for a telephone or in-person interview, lasting approximately 15 minutes to an hour. The student prepares questions in advance to explore opportunities in a given career area or occupation, the skills and education required for entry and success, the long-term growth potential, and, often, the career path taken by the representative prior to arriving at his/her current position. Informational interviewing benefits students by giving them direct contact with an employer, offering them an opportunity to practice their interview skills, display their interest, and gather valuable information. The experience should be guided by a WBL agreement developed by the employer, WBL Coordinator, and the student.

Job Shadowing is a career exploration experience in which the student spends time with an employee currently working in his/her career field of interest. Job shadowing allows the student to observe and learn about the skills and knowledge a person must possess to perform the duties required of the position. Job shadows are unpaid learning experiences and typically last a half to a full day. The experience should be guided by a WBL agreement developed by the employer, WBL Coordinator, and the student.

Unpaid Work Experience is a career exploration experience in an occupational field related to students' academic and career goals. Students spend short periods of time in a particular job with the opportunity to rotate into related areas at the same worksite. These unpaid placements allow for career exploration and provide in-depth knowledge of the day-to-day activities and skills needed to perform a job successfully. Career Technical Education Centers refer to unpaid work experience as **Career Work Experience (CWE)**. Both unpaid work experiences and CWE require WBL agreements.

CAREER PREPARATION

Internship is a career preparation experience that may be paid or unpaid. Internships are supervised, structured work experiences designed for students to demonstrate and document their progress towards identified academic proficiencies and transferable skills. The internship should be of a fixed duration, established prior to the outset of the experience. Credit hours and the length of the internship may vary depending on its purpose and how it will support the students' growth toward achieving their academic and career goals. The federal [Fair Labor Standards Act](#) and the seven elements of the [Primary Beneficiary Test](#) provide guidelines to determine whether an internship is paid or unpaid. Internships are guided by clearly defined training plans developed by the employer, WBL Coordinator, and student.

Paid Work Experience is a career preparation experience that may occur in a public, private, or non-profit organization. The paid work experience should be designed for students to demonstrate and document their progress towards identified academic proficiencies and transferable skills. The employer is under no obligation to offer regular employment to the student subsequent to the paid work experience. This paid work experience must comply with the Federal and State laws including [Occupational Safety and Health Administration](#), [Fair Labor Standards Act](#), [Vermont Child Labor Laws](#), and minimum wage laws. Paid work experiences are guided by clearly defined training plans developed by the employer, WBL Coordinator, and student.

Transition Services is a coordinated set of activities for a student with a disability that-

- (A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests;
- (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition

of daily living skills and functional vocational evaluation. This definition is from the [Individuals with Disabilities Education Act](#) (IDEA 2004), the federal special education law.

CAREER TRAINING

Cooperative Technical Education (CTE)** is a career training experience in which students are placed in paid work experiences at training stations directly related to their technical education program. A training plan and a WBL agreement are required. All school-approved Coop placements shall meet the following requirements: (1) Each placement shall be planned and supervised by the school and employer so that the experience contributes to the student's education and employability, (2) The minimum age of students placed shall be 16. Student placements shall adhere to Child Labor Bulletin # 101 and/or 102 (Child Labor Requirements in Non-Agricultural/Agricultural Occupation Under the Fair Labor Standards Act, 1977), (3) All local, state, and federal laws applying to wage and hour regulations shall be followed, (4) Students shall be covered by Workers' Compensation or comparable individual, school, or employer insurance while on the job, (5) Students shall have on file at the school a properly completed training agreement signed by the student, the student's parent, the WBL coordinator and the employer, (6) Students shall be visited regularly at the work site by the co-op coordinator/WBL Coordinator to assess student progress, (7) Students shall receive an educational program that addresses core technical competencies and tasks directly related to job-seeking and job-keeping skills, and (8) Students shall be eligible to receive credit/proficiency toward graduation upon successful completion of approved co-op programs when it is part of a state-approved course of study in technical education.

Pre-Apprenticeship is career training experience that teaches basic technical and job readiness skills in preparation to enter a Registered Apprenticeship program. A pre-apprenticeship can take many forms and may provide classroom training and hands on labs related to an apprenticeship occupation. It may also include paid work experience. Pre-apprenticeship experiences enable students to earn credit toward the completion requirements for a Registered Apprenticeship program. A training plan and a WBL agreement are required. By statute (16 V.S.A. ch.39), School Board approval may be required.

Registered Apprenticeship is a training system that produces highly skilled workers to meet the demands of employers competing in a global economy. The process of apprenticeship program registration with Federal and State government agencies is standards-based. It is a process designed to ensure that working apprentices, program sponsors, and the general public can gain a clear understanding of the training content and the measures that are in place to ensure ongoing quality. The [U.S. Department of Labor](#) and the [Vermont Department of Labor](#) offer detailed information about registered apprenticeship program elements.

RELATED EXPERIENCE

Community Based Learning (Service Learning) combines meaningful service to the community with a student's learning goals. Students improve their academic and transferable skills and personal development by applying what they learn in school to a valuable, significant, and necessary service which has real consequences to the community; they then reflect on their experience to reinforce the link between their service and their learning.

School-Based Enterprise (Student Entrepreneurship) is an experience that takes students through the process of learning what it takes to become a successful small business owner or manager. Student entrepreneurship may take the form of school-based businesses that students help to set up and run, curricula that guides students through the process of creating business plans, working with local entrepreneurs and other community resources to plan and run enterprises, or any combination of these learning opportunities. Entrepreneurship offers students an interdisciplinary experience in understanding small business. Entrepreneurship may be undertaken on or off the school site, and must identify which academic and transferable skill proficiencies are addressed in order to be considered for school credit/proficiency attainment. Students can engage in an entrepreneurship experience at all ages—from kindergarten through college.

PLANS AND FORMS

Training Plan is a documented arrangement between the school, employer, and the student that specifies the occupational skills, transferable skills, and the academic proficiencies that the student will acquire in the paid and/or unpaid work experience. It also defines the relationships and responsibilities of all involved, and describes the evaluation process. Student progress in achieving the learning goals in the training plan is supervised and evaluated collaboratively by appropriate school and worksite personnel.

WBL Agreement is a documented understanding that specifies the type of WBL experience, contact information, and the roles and responsibilities of the school, student, employer, and/or other partners. It also defines the relationship between the WBL experience and the student's learning goals as outlined in the PLP.

Personalized Learning Plan (PLP) is a plan created by the student, parents/guardians, and teachers that defines the scope and rigor of academic and experiential opportunities which support the student in secondary school completion, postsecondary readiness and civic engagement. The planning process, updated at least annually, includes goal setting and reflection to ensure the student's emerging abilities, aspirations, dispositions and interests chart the student's path toward proficiency.

*Adapted from the [Tennessee DoE WBL Policy Guide](#)

**[Vermont State Board of Education Rules, Series 2370-Career and Technical Education, CRV 22-000-007](#)

PLANNING THE WORK-BASED LEARNING EXPERIENCE

The success of work-based learning depends in large part on how the school and/or the educator plans to prepare students for the experience and integrate it into what students are learning in class. That said, employers play a critical role in ensuring the quality of the experience by working closely with schools to plan the experience event well before it begins. To promote strong coordination, and to learn about student readiness preparation, a participating employer or employee should prepare questions and/or talking points for the WBL Coordinator and/or school they are partnering with.

POTENTIAL EMPLOYER QUESTIONS FOR THE WBL COORDINATOR AND/OR SCHOOL

1. What does the school or WBL Coordinator want the students to get out of the work-based learning experience?
2. Have the students been asked about their career interests or knowledge of traditional and nontraditional careers? If so, what were the results?
3. Has the school or WBL Coordinator asked students to learn anything about career options or industries—through preliminary research, for example?
4. Is the work-based learning experience for students tied to a specific course—for example, a biology or math class? If so, what proficiencies and/or learning targets does the course address? What transferable skills can be developed or acquired during the course of the experience?
5. Are there current or recent school projects that might be related to the employer's business and industry?
6. What technologies are the students using in school? Are there STEM-related classes and labs where students can participate in hands-on learning?
7. Do students have plans for their education beyond high school? If they are high school students, have they applied to colleges? How many are considering career and technical programs? What college and career counseling have they received/are they receiving?
8. How might future WBL experiences connect with the existing opportunity? How might the WBL Coordinator identify and clarify these opportunities for the student? How might the employer assist in making these connections?

DURING THE WBL EXPERIENCE

The connection to the classroom should be explicit and clear during work-based learning experiences. For example, whether leading students on a company tour or conducting an informational interview, an employer can help students connect the relevance of their current school work to the employer's work. Employees participating in work-based learning experiences should be prepared to provide answers to a range of student questions about their work, their company, and their industry.

POTENTIAL QUESTIONS TO COVER FOR STUDENTS

1. What does your company do, and to what extent is it operating in a thriving industry?
2. Why is your company's work important and relevant? What key problems does the company address in the community/state/world?

3. How does the company express its values through activities such as honoring diversity, supporting important community causes, protecting the environment, etc.?
4. What are job and career opportunities in your company and your industry?
5. Are these job opportunities likely to increase in the years ahead, and in what job areas do you see the most growth?
6. What is it like to do your work (including a description of your typical day and your responsibilities)?
7. What are the academic and skill requirements for people in your position? For others in the company and the industry?
8. What are some of the skills you apply on the job on a daily basis and how might they tie to content areas such as math, science, literacy, communications?
9. How often do you work independently, and how often do you work as part of a team?
10. What is the salary range for people in your field?

Work-Based Learning: [AN EMPLOYER'S GUIDE](#)

AFTER THE WBL EXPERIENCE

A work-based learning experience will have more impact on students if they have opportunities to reflect on what they learned and how their learning influences their academic and career goals. Employers can encourage and help WBL Coordinators and schools engage students in continued learning through structured classroom discussions, student presentations and reflections, and projects inspired by the work-based learning experience.

Evaluations help document the impact of the company's participation, make the case for continued involvement in work-based learning, and identify engagement strategies to increase student learning in the future. The Tennessee Department of Education offers an [Employer Satisfaction Survey](#) for employers to complete after hosting a student.

RECOMMENDATIONS FOR THE EMPLOYER

- Request feedback from the student and WBL Coordinator about the experience.
- Co-design with WBL Coordinator a tool (e.g., survey, evaluation) for students to determine how the experience helped them meet their learning targets.

Consider the following when designing a student survey:

- How the experience influenced students' thinking about their education and future careers
- The extent to which the experience improved students' understanding of what professionals do
- The kinds of education and training students need to pursue the career

STRATEGIES TO ENHANCE THE EMPLOYER & STUDENT WORK-BASED LEARNING EXPERIENCE

Career mentoring matches a student with an adult professional in a chosen field of interest to explore careers, post-secondary options, industry expectations, and transferable skills. The career mentor serves as a resource by sharing insights and providing guidance about the workplace, careers, and education. Students benefit from regular contact with a knowledgeable and supportive adult outside of the classroom and school environment. Adapted from the [Tennessee DoE WBL Policy Guide](#)

Mock interviewing allows students to practice their interviewing skills through one-on-one interaction with employers. In a mock interview, a student is paired up with an employer partner who interviews them as if the student were being interviewed for an internship or a job. Students practice professional behavior and develop their comfort level in communicating with professionals.

PROFICIENCY BASED GRADUATION REQUIREMENTS

In April 2014 the Vermont State Board of Education adopted the [Education Quality Standards](#) (EQS). The purpose of these rules is to ensure that all students in Vermont public schools are afforded educational opportunities that are substantially equal in quality, and enable them to achieve or exceed the standards approved by the State Board of Education. The Education Quality Standards charge each school with enabling students to engage annually in rigorous, relevant, and comprehensive learning opportunities that allow them to demonstrate proficiency in literacy, mathematical content and practices, scientific inquiry and content knowledge, global citizenship, physical education and health education, artistic expression, and transferable skills - including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology.

Each secondary school board is responsible for setting graduation requirements in accordance with these rules. Local graduation policy must define proficiency-based graduation requirements based on standards adopted by the State Board of Education. As required in 16 V.S.A. §261a (a) (1), it is the responsibility of the supervisory union board to ensure alignment in expectations for all students within a supervisory union. Schools may or may not use credits for the purposes of demonstrating that a student has met the graduation requirements. When used, credits must specify the proficiencies demonstrated in order to attain a credit and shall not be based on time spent in learning. Further, students may receive credit for learning that takes place outside of the school, the school day, or the classroom.

Work-based learning students participating in certain WBL experiences should be eligible to demonstrate and attain academic proficiencies and transferable skills through these experiences as part of their graduation requirements. The proficiencies demonstrated through any particular WBL experience should be identified in the student's personalized learning plan and/or training plan prior to the experience. When designing WBL experiences for students, WBL Coordinators and academic educators should collaborate to integrate academic content standards, when possible, into the experience and develop assessment strategies to measure student progress towards proficiency attainment.

WBL COORDINATOR and EDUCATOR RESPONSIBILITIES

- Understand the school's academic and transferable skills proficiency-based graduation requirements.
- Ensure that WBL experiences reinforce classroom instruction.
- Identify which academic proficiencies and transferable skills will be addressed during student WBL experience.
- Develop and communicate assessment strategies for students to demonstrate identified academic proficiencies and transferable skills, when applicable.
- Collaborate to assess student demonstrations against identified proficiencies.

WBL COORDINATOR and EMPLOYER RESPONSIBILITIES

- Identify which career specific competencies will be addressed and acquired through WBL experience
- Identify /design assessment tool(s) to measure student progress towards career specific competency, knowledge, and skills
- Assess student demonstrations of identified career specific competencies.

STUDENT RESPONSIBILITIES

- Understand the school's academic and transferable skills proficiency based graduation requirements.
- Identify which academic and transferable skills proficiencies will be applied during WBL experience and document in PLP.
- Collect evidence from WBL experience to demonstrate student progress.

RESOURCES

- [AOE's Sample Proficiency Based Graduation Requirements](#)
- [Transferable Skills: Sample Graduation Proficiencies and Performance Indicators](#)
- AOE Sample Transferable Skills Scoring Criteria for [Clear and Effective Communication](#) , [Creative and Practical Problem-Solving](#), [Informed and Integrative Thinking](#), [Responsible and Involved Citizenship](#), [Self-Direction Scoring Criteria](#)
- [Vermont's Education Quality Standards](#)
- [Ohio's Quick Guide to Career Connections](#) provides examples of how the model curriculum for Ohio's New Learning Standards incorporates strategies beginning in kindergarten through high school.
- [Ohio's Career Connections Lesson Plans](#) offers lessons and activities to make career connections within academic subject areas. The activities on this page were developed by Ohio educators and can be viewed by subject, grade level and topic.
- [The National Standards for Financial Literacy](#) provide a framework for teaching personal finance in kindergarten through 12th grade.
- [Tennessee's DoE Work-Based Learning Personalized Learning Plan](#) is required for students earning credit through the Work-Based Learning: Career Practicum course or other practicum courses for credit.
- [Career Clusters](#) provide the [essential knowledge and skills for the 16 Career Clusters](#) and their Career Pathways. It also functions as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options.
- [Approved Industry Recognized Credentials](#)

TRANSFERABLE SKILLS

To succeed in any field, workers need certain transferable skills in addition to key academic proficiencies and career specific competencies. The Agency of Education defines *transferable skills*¹ as a broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to succeed in today's world, particularly in collegiate programs and modern careers. The transferable skills identified in the [Education Quality Standards](#) (EQS) can be organized in different ways. In the [Transferable Skills: Sample Graduation Proficiencies and Performance Indicators](#) document, collaboration, innovation, inquiry, and use of technology are woven throughout the performance indicators. Using this model, students need to have opportunities to demonstrate acquisition of those skills as a part of attaining their Transferable Skills Graduation Proficiencies. The Transferable Skills in the [EQS Transferable Skills and Recommended Performance Indicators](#) document are the specific skills identified in EQS.

Recognizing that educational programs can do a better job of teaching transferable skills alongside academics, the U.S. Department of Education's [Employability Skills Framework](#) supports a more intentional effort to incorporate these skills across learning levels and content areas. Regardless of their college and career goals, students could benefit from understanding—from an early age—the skills that employers need.*

The U.S. Department of Education set out to identify key transferable skills and make them a high priority at all levels of the education system. Since 2010, the [Research Triangle Institute](#) (RTI) has worked with the department to raise the profile of employability skills, thus helping increase college and career readiness for the nation's students.*

ADDITIONAL RESOURCES

- * [Research Triangle Institute](#)
- [Tennessee's WBL Employability Skills Checklist](#) Over 225 stakeholders from across Tennessee vetted this list through focus groups with the Tennessee Department of Education, including administrators, teachers, WBL coordinators, CTE directors, and postsecondary and industry representatives.
- [Building Career Knowledge and Navigation Skills along the WBL Spectrum](#) provides course standards from TN's Work Based Learning: Career Practicum (6105) and examples of ways in which students may demonstrate skills through earlier activities at the Industry and Career Awareness, Career Exploration, and Career Preparation and Training Levels.
- [Employer Priorities for Most Important College Learning Outcomes](#) These data are taken from *Falling Short? College Learning and Career Success*, a 2015 report on findings from a survey of employers and a survey of college students conducted for AAC&U by Hart Research Associates.

¹ While there are a number of definitions for 21st Century Skills, most of the core competencies are similar. In order to maintain consistent language, and foster cohesive pathways to secondary school completion for Vermont students, the term *transferable skills* will be used in place of *21st Century Skills*, *employability skills*, and *soft skills*.

- The Council for Economic Education's [National Standards for Financial Literacy](#) include benchmarks outlining what a student should be able to understand and examples at the 4th, 8th and 12th grade levels of how the student might demonstrate this understanding.
- [Employability Skills Framework](#) is comprised of nine key skills, organized in three broad categories: Applied Knowledge, Effective Relationships, and Workplace Skills, sponsored by the US DoE.

ASSESSMENT

ASSESS STUDENT LEARNING

Student progress and performance are measured by the degree to which students meet the learning objectives outlined in their personalized learning plan (PLP) and WBL agreement/training plan. The assessment process should document student learning, identify proficiencies, distinguish challenges, and provide strategies for improvement. Various assessment tools include portfolios, supervisor or employer evaluations, performance at the worksite, student self-evaluations, and WBL coordinator/instructor evaluations. This process should include other content specific school faculty in the assessment process when measuring progress towards identified academic and transferable skill proficiencies. A team approach will increase consistent and accurate measures for in-school and off-site student learning assessments.

It is important to prepare students to document their experiences, skills, and accomplishments to support the assessment process and to connect this process to their future goals. A student portfolio containing documentation of their experiences, skills, and accomplishments can serve as an ongoing assessment tool as well as a “living” record of their experience that can be incorporated into their PLP.

WORK-BASED LEARNING PORTFOLIOS

- Reflective journals
- Work samples
- Research projects
- Learning logs
- WBL experience summaries
- Culminating project
- Performance assessments
- Training plans
- Employer evaluations

Evaluations of student progress and reviews of student learning targets identified in WBL agreements and training plans may be accomplished through regular visits by the WBL Coordinator to the worksite, conferences with the student’s employer/supervisor, and conferences with the student.

SITE VISIT REVIEWS

- Set up a visit in advance with the employer.
- Develop a site visit agenda with specific activities, questions, and goals identified.
- Arrange periodically for the student, the employer, and the WBL Coordinator to meet to discuss the student’s progress.
- Discuss the needs of the student and those of the employer.
- Discuss appropriate changes in the employment situation or related instruction.
- Inform employers about their right to request a confidential conference with WBL Coordinator.

RECORD KEEPING FOR WBL ASSESSMENTS AND EVALUATIONS

- Gather information for assessing and placing students.
- Document evidence for student grading and reporting.
- Assist with goal setting and portfolio development.
- Provide information or statistics to those involved in work-based learning.
- Document authorizations or expenditures.
- Document employer participation.

Software programs are available to make it easier to computerize these records, generate comparative data, and produce a variety of reports. Check with district technical support staff to determine how this information might be integrated into existing school software and platforms. If nothing is currently in place, seek out programs designed for work-based learning or job placement. It is important that forms are approved by the appropriate school personnel to ensure compliance with applicable laws and regulations. The types of forms necessary will vary based on local needs.

ASSESS THE WBL PROGRAM

Prior to initiating or restructuring a work-based learning program, a needs assessment should be conducted in order to identify resources already in place, as well as those identified to fill gaps between current conditions and desired outcomes. The "needs" that are assessed can be defined broadly, both as resources to improve current performance, and those which will turn the program's focus in new directions.

RESOURCES

- [Vermont Work-Based Learning Standards](#) can be used as program assessments to ensure equitable, high-quality work-based learning experiences for Vermont students.
- [West Virginia DoE Self and Peer Assessment samples](#) are designed for students to self-assess and peer review their learning experiences.
- [Tennessee's DoE Work-Based Learning Personalized Learning Plan](#) is required for students earning credit through the Work-Based Learning: Career Practicum course or other practicum courses for credit.

EVALUATION OF WORK-BASED LEARNING

Work based learning programs may be required to evaluate their effectiveness using specific methods as defined by agencies, sponsors or funders. For example, a WBL program evaluation could be built into the school's continuous improvement plan. Evaluations help to answer questions about total impact and total resources used, which result in program revisions to increase the quality of future WBL experiences that are equitable and accessible to all learners in the school community.

QUESTIONS TO CONSIDER WHEN DEVELOPING/EVALUATING THE WBL PROGRAM

- What is the percentage of students who participated in a WBL experience?
- What is the percentage of students who demonstrated proficiency, or progress towards meeting academic, transferable skill proficiencies through WBL experience?
- What is the percentage of partners who reported they would host again?
- What is the percentage of students who wanted a second/another WBL experience?
- What is the percentage of students who report their WBL experience was meaningful and connected to their goals identified in their PLP?

WBL PROGRAM EVALUATION CONSIDERATIONS

- Measure student progress against training agreement's terms and conditions.
- Provide adequate monitoring and consistent communications with the student, workplace mentors/supervisors.
- Monitor WBL site safety conditions.
- Maintain copies of agreements, work permits, insurance and liability coverages, and permission forms.
- Maintain student records for local and state reporting.
- Distribute, collect, and analyze WBL employer evaluations.
- Distribute, collect, and analyze WBL student evaluations.
- Assist students in assessing WBL experience learning targets.
- Assist students in revising their personal, academic, and career goals after WBL experience.
- Self-assess WBL program for program improvement.
- Revise WBL experiences to reflect self-assessment, employer and student evaluation data, and student learning target assessments.

RESOURCES

- [Vermont Work-Based Learning Standards](#)
- The West Virginia Department of Education developed the [Experiential Learning Guide](#) that provides checklists, forms, and evaluations for students and employers participating in work-based learning opportunities.
- [Tennessee DoE WBL Survey for District Leaders, School Administrators, and Educators](#)
- [Georgia's DoE WBL Program Assessment Rubric](#)
- [Tennessee WBL Employer Survey](#)

- [West Virginia Industry Evaluation Rubric](#)
- [Ohio DoE Implementation of a Work-Based Learning Model](#) provides sample student and employer WBL Experience Evaluations.
- [Minnesota DoE WBL sample forms](#)

SAFETY

Safety should be the primary goal of everyone involved in WBL experiences. The importance of ensuring the safety of each student during a WBL experience is vital to the success of the program. All experiences, from worksite visits and tours to job shadows to paid work experience, must be monitored and students must be protected at all times. Preventing hazards and accidents is the joint responsibility of the WBL coordinator, the employer, the supervisor, and the student.

BACKGROUND CHECKS

[H.513 \(Act 49\)](#), enacted in May, 2017, exempts flexible pathways partners from criminal record check requirements.

* * * CRIMINAL RECORD CHECKS * * * SEC. 34. 16 V.S.A. § 255(K) AND (L) ARE ADDED TO READ:

(L) THE REQUIREMENTS OF THIS SECTION SHALL NOT APPLY WITH RESPECT TO A SCHOOL DISTRICT'S PARTNERS IN ANY PROGRAM AUTHORIZED OR STUDENT PLACEMENT CREATED BY CHAPTER 23, COURSES OF STUDY, SUBCHAPTER 2, FLEXIBLE PATHWAYS TO SECONDARY SCHOOL COMPLETION, OF THIS TITLE; PROVIDED, HOWEVER, THAT SUPERINTENDENTS ARE NOT PROHIBITED FROM REQUIRING A FINGERPRINT-SUPPORTED RECORD CHECK PURSUANT TO DISTRICT POLICY WITH RESPECT TO ITS PARTNERS IN SUCH PROGRAMS.

School district policy may require a Criminal Background Check be completed on any person who may have unsupervised contact with school children. This may apply to a variety of WBL experiences. The [Vermont Crime Information Center](#) provides information on how to obtain a criminal record check for various purposes. [Vermont Department of Public Safety](#) maintains a registry of persons who are required to register as sex offenders. Consult with school administrators regarding this policy prior to record check any process.

AT THE WORKSITE

There are several types of work that are potentially hazardous to young people. The WBL coordinator must be familiar with laws pertaining to hazardous occupations. The U.S. Department of Labor addresses workplace hazards and [Young Workers' Rights](#) as part of the Occupational Safety and Health Administration ([OSHA](#)). Below is a non-exhaustive list of potentially hazardous types of work:

POTENTIALLY HAZARDOUS TYPES of WORK

- working in or around motor vehicles
- working near electrical hazards
- working in retail and service businesses where there is a risk of robbery
- working on ladders, scaffolds, roofs or construction sites
- working around cooking appliances
- continuous manual lifting and lifting of heavy objects
- operating tractors and other heavy equipment

EMPLOYERS

The employer is responsible for maintaining a safe work environment, eliminating hazards, training students to recognize hazards and use safe work practices, complying with child labor laws, evaluating equipment, and providing appropriate supervision. The student's immediate supervisor is responsible for monitoring the safety of the student and instructing the student when the need arises.

If an employer needs assistance with safety and compliance, the Vermont Department of Labor offers a resource called [Project WorkSAFE](#) that involves free consultation and no penalties for violations provided the employer resolves any safety violations.

STUDENTS

Each student is also responsible for taking steps to protect themselves. They should know their rights, participate in training programs, recognize the potential for injury at work, ask questions, and follow safe work practices. The [Occupational Safety and Health Administration](#) provides resources for youth workers, specifically aimed at educating young workers about their rights and responsibilities related to a safe workplace.

WORK-BASED LEARNING COORDINATORS

Prior to students engaging in an experience at the worksite, the WBL coordinator should survey the site for potential risks for students. The WBL coordinator also monitors the site throughout the experience and addresses basic safety rules in the school-based curriculum.

SAFETY RECOMMENDATIONS for the WBL COORDINATOR

- Contact the [Vermont Department of Labor](#) to verify workplace safety requirements and ensure you are up-to-date with current practice/policy/law
- Include safety items in your worksite evaluation forms, work-based learning agreements, and training plans.
- Visit worksites before placing students and identify safety concerns.
- Identify needed safety equipment (e.g., safety glasses, steel-toed boots) and how to provide these.
- Talk with the employer and the student's worksite supervisor about safety issues.
- Train students on safety issues before they go into the workplace.
- Ensure that students placed in child care facilities, medical facilities, and other sites where they may be in potential contact with body fluids or wastes are inoculated with the Hepatitis B vaccine, or at least given the opportunity to be inoculated. (Note: If the WBL experience is paid, the employer is obligated to pay for the inoculation) [U.S. Department of Labor, Occupational Safety and Health Administration](#)
- Train students in using applicable safety precautions and in the use of personal protective equipment (PPE).

In order to ensure the safety of the students, safety training at the school and worksite should include the following:

- Basic first aid
- Basic safety rules
- Health and safety hazards
- Proper use of personal protective equipment
- Ergonomics
- Proper handling of hazardous materials
- Maintaining safe and clean work area
- Safe practices with machines and tools
- [VT Employee Rights](#)
- Reporting of illnesses, injuries or unsafe conditions

NONDISCRIMINATION

The U.S. Equal Employment Opportunity Commission defines the various [types of discrimination](#) prohibited by law. Federal and state laws ban sexual harassment, in both public educational programs and in employment situations. In employment situations, the Civil Rights Act of 1964, the [Americans with Disabilities Act](#) (ADA), and [Vermont's Fair Employment Practices Act](#) ban discrimination on the basis of race, creed, color, national origin, gender, age, handicapping condition and/or disability, or sexual orientation. In educational programs, [Title VI of the Civil Rights Act](#) and [Title IX of the Educational Amendment](#) prohibit discrimination.

WBL Coordinators, who place students in a work-based learning site, are required to assure that the work site does not practice discrimination. Any agreements with employers should be in writing and should also include assurances that they abide by applicable labor laws. Prior to student placement, WBL Coordinators should verify these assurances. In addition, to comply with the ADA, the WBL Coordinator must ensure the work site is accessible and that students with disabilities have the accommodations they need to participate in the work-based learning experience. If the experience is paid, the employer would be responsible for providing those accommodations based on the provisions of the Americans with Disabilities Act. The Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal employment-related anti-discrimination laws. In the State of Vermont, the [Attorney General's Office](#) investigates complaints and oversees enforcement of the state's employment related anti-discrimination laws in private sector employment while the Human Rights Commission is responsible for investigating complaints from the public sector.

The EEOC has a website geared toward [youth in the workplace](#) with a number of resources related to discrimination.

Sexual harassment can be a very troubling issue in a work-based learning situation. Taking a series of precautions can alleviate the chances of having a serious problem arise. Every agreement used for work-based learning student participation needs a section that indicates that an employer is expected to maintain a safe working environment. A safe working environment includes protection from discrimination and sexual harassment, and the school has a right to terminate the agreement at any time if there is a breach in the above stipulated items.

As required by [Title IX of the Educational Amendment](#) of 1972 (34 CFR Part 106 §106.9), a school that receives any federal financial assistance is required to publish a continuous notice of non-discrimination in brochures, pamphlets, fact sheets, etc. describing a program or service offered by the school for recruiting students to participate in a program or service – including work-based learning experiences.

SAMPLE NOTICE of NON-DISCRIMINATION

The following [Sample Notice of Non-Discrimination](#) meets the minimum requirements of the regulations enforced by OCR:

The (Name of Recipient) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.¹ The following person has been designated to handle inquiries regarding the non-discrimination policies:

Name and/or Title

Address

Telephone No.

Name and/or Title²

Address

Telephone No.

For further information on notice of non-discrimination, visit the [Office for Civil Rights](#), or call 1-800-421-3481.

¹OCR enforces the *Boy Scouts of America Equal Access Act*, which addresses equal access to meet on school premises or in school facilities for the Boy Scouts of America and other designated youth groups. Only public elementary or secondary schools or local or state educational agencies that receive funds made available through the Department of Education must inform people of the protections provided under the Boy Scouts Act and its regulation.

²For use when more than one official has been designated to coordinate civil rights compliance.

Additional Notice of Non-discrimination samples:

[Iowa Sample Continuous Notification of Nondiscrimination Policy Statement](#)

[Tennessee Sample Annual Notice of Nondiscrimination](#)

CONFIDENTIALITY

Confidential information in a work-based learning experience pertains to both the student and the employer. An employer or potential employer may need to ask questions regarding a student in order to determine a good fit with their organization. The WBL Coordinator would need to detail for employers the information they can and cannot ask students to disclose. The students in a worksite may also be privy to confidential information regarding the employer or the business' customers and will need training around the expectation of confidentiality practiced by the organization.

When working with students in work-based learning experiences, student information such as classes taken, skills, grades, etc. can be released to employers. The following directory-type information may also be provided to the employer:

- Student's name
- Student's address
- Student's date and place of birth
- Student's major field of study
- Student's participation in officially recognized sports or activities
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- Most recent previous educational institution attended.

According to the [Family Educational Rights and Privacy Act \(FERPA\)](#), information that does not fall under the directory-type of information is considered confidential information. All confidential information, including a student's social security number, can be shared only with the signed permission of the student (age 18 and over) or the student's parent/guardian (under age 18). It is a good idea to have a student and/or their parent/guardian sign an information release form before making a work-based learning placement. The information release statement may also be contained in the work-based learning agreement and/or training plan.

Employers may also be concerned that a student in a work-based learning experience will share confidential information regarding the employer's business or its customers with those outside of the worksite. Explain to the student the importance of confidential information and what the worksite's rules are regarding information. A student may be asked by the employer to sign a form stating that they understand the rules, and that they will keep such information confidential.

SAMPLE CONFIDENTIALITY AGREEMENT FORMS

- [Northeastern University Sample Confidentiality Agreement](#)
- [Castle View High School Confidentiality Agreement](#)

TRAINING OR EMPLOYMENT

Applicability of the labor laws depends on whether a student involved in work-based learning has the role of trainee or employee. The student's status is critical in the design, implementation, and monitoring of all work-based learning experiences. Work performed by students in work-based learning may constitute employment as defined in the federal [Fair Labor Standards Act](#) (FLSA). The U.S. Department of Labor Wage & Hour Division established criteria based on U.S. Supreme Court interpretations of the FLSA for determining whether work is employment or training.

In general, a student is considered a **trainee** if all of the following criteria are continuously met:

STUDENT TRAINEE CRITERIA

- The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in an educational environment
- The training is for the benefit of the trainees or students
- The trainees or students do not displace regular employees, but work under their close supervision
- The employer that provides the training derives no immediate advantage for the activities of the trainees or students; and on occasion the employer's operations may actually be impeded
- The trainees or students are not necessarily entitled to a job at the conclusion of the learning experience (although employers may offer jobs to students who complete training)
- The employer and the trainees or students understand that the trainees or students are not entitled to wages or other compensation for the time spent in training (although a stipend may be paid for expenses).

In the event that any one of these criteria is absent, the work performed by the student will likely constitute employment subject to the provisions of the FLSA. If a student meets all the criteria and is determined to be a trainee, wages are not paid. A stipend may be paid to reimburse expenses such as books or tools, but not as a substitute for wages.

If a student is determined to be an **employee**, then both state and federal child labor laws cover the work-based learning placement. Both jurisdictions regulate only those workers under 18 years of age, after which they are considered to be adult workers protected by state and federal general labor laws.

This [Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act](#) provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to "for-profit" private sector employers.

PRIMARY BENEFICIARY TEST

[The Second Circuit Court](#), which has jurisdiction over the state of Vermont, identified the following non-exhaustive set of considerations when deciding whether or not an intern receives pay. Although the Department of Labor has yet to adopt these criteria, many states use these as a measure to determine employee status of unpaid interns. When using the [Primary Beneficiary Test](#) the Court states that all of the factors included below should be considered equally and in the aggregate, and cautions that no one consideration on its own can settle the question.

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee – and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by education institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

VERMONT LABOR LAWS

Child labor laws provide valuable guidance for WBL Coordinators, employers, and students when designing WBL experiences. The [Vermont Child Labor Laws](#) closely adhere to the [Fair Labor Standards Act](#) in an effort to make the laws more clear and comprehensive for employers. Vermont's time and hour restrictions for children under the age of 16, and occupational restrictions for children under the age of 18, are similar to those in the federal law. Also, in Vermont children are allowed to work in some professions at age 14, and there are exemptions for a child employed as a performer/actor, agricultural worker, or employed in domestic service. The U.S. Department of Labor's [Fact Sheet](#) provides general information about the Federal youth employment provisions applicable to [nonagricultural occupations](#). Different standards apply to [farm work](#).

Vermont only requires [employment certificates](#) issued by the Department of Labor for minors if (a) the child is under 16 years of age and (b) employed during school hours in other than a duly approved educational or technical course of study. Additionally, under Vermont law, employers are strongly encouraged, for their own protection, to maintain a certified copy of a birth certificate for all minors they employ.

ADDITIONAL RESOURCES for WAGES and HOUR LAWS

- WBL Coordinators, employers and students should refer to [Important Information for Employers of Minors in the State of Vermont on Federal and State Child Labor Laws](#) to learn more about Vermont's wages and hour laws.
- For additional resources around wages, hours, and benefits please refer to the [US Department of Labor Fair Labor Standards Act Adviser](#).
- The [Department of Labor](#) is the sole federal agency that monitors child labor and enforces child labor laws.
- For students, check out [YouthRules!](#) to increase awareness of Federal and State rules concerning young workers.

LIABILITY

It is essential that educators, employers, and students understand potential risks associated with WBL placements and the laws governing students in the workplace. Educators who place students in a worksite need to confirm the existence of sufficient insurance coverage and provide comprehensive information concerning potential risks associated with work-based learning to students, employers, parents, and guardians. Employers must comply with federal and state child labor laws and regulations concerning wages, hours, and workplace safety requirements for minors. Students and their parents or guardians must review information provided to them so they can make an informed decision about student participation in a WBL placement.

This section of the manual is intended to be a general overview of legal issues pertaining to work-based learning including wage and hour laws, risk management issues, nondiscrimination laws, and confidentiality concerns. This section should not be used as a substitute for the advice of an attorney or of the government agencies charged with administering and enforcing these laws. In addition, any risk management plan developed for work-based learning opportunities should always be reviewed by legal and risk management experts before implementation

The School Administration should be able to provide the WBL Coordinator with information and documentation pertaining to the school's current insurance coverage. Relevant policies may include General Liability Insurance, Accident Insurance Offered to Students, Family Medical Insurance, Other Basic Accident Insurance Options and Transportation Insurance. Policies in place for athletic and community events may provide coverage of WBL activities.

WBL Coordinator should obtain written verification from the school's insurance carrier or underwriter that the school has a policy in place that will cover work-based learning placements that the school is arranging. The Coordinator should also make sure the coverage extends to any and all work-based learning activities, including those that occur outside of school hours, off of school grounds, or are not directly supervised by a school employee. Another question to ask is whether the school's liability policy has any exclusions, such as malpractice (health services) or a garage exclusion. Policies often have exclusions for situations that are considered high risk. If a student causes damage at a work-based learning site (for example, they mistakenly delete files from a computer), would the student be covered by the liability policy? The coordinator should verify that the school's liability policy protects the school against third party suits for paid and non-paid placements. If an accident occurs in a paid placement, the student is covered by workers' compensation. The student-employee cannot sue the employer but the parents, as a third party, can sue the school and the employer.

If the WBL Coordinator determines that additional coverage is needed in order for students to engage in certain WBL experiences, the Coordinator should present that conclusion to the School Administration. Some insurers will allow schools to add a work-based learning rider or add an endorsement to an existing policy to make it more comprehensive.

INSURANCE QUESTIONS

- Does the school's general liability policy cover work-based learning activities?
- Does the school's policy cover work-based learning activities that take place after school hours?
- Does the school's policy cover work-based learning activities that are conducted off school grounds?
- Does the school's policy cover work-based learning activities that are not supervised by a school employee?
- Are there any exclusions?
- Does it cover students?
- Does it provide medical payment coverage? (typically no)
- What is the coverage provided?
- Are there other insurance policies that may cover WBL activities, such as student accident insurance or family medical insurance, and if so what activities are covered and in what amount? Are there relevant exclusions?
- Does the school have transportation insurance and if so what does it cover?

TRANSPORTATION

Transportation of work-based learning students raises a complex insurance issue. Transporting students in a [school vehicle](#) is probably the safest situation, assuming the school has all the proper insurances in place. However, a school bus is not always practical when transporting one or just a few students. When using a bus, make sure all school procedures and protocols are followed.

Most schools have general liability policies that provide secondary liability insurance for employees who transport students, as required by Vermont statute (Source: 16VSA §1756 (b)). This means that the adult's personal auto insurance will pay first and the school policy will pay second. If the adult's policy will not cover the situation, the school's policy generally then becomes the primary policy. It is very important to check with your school on their protocol for driving students. Some schools will not allow people to drive students unless their personal policy will cover them to drive students and unless their policy covers them up to a specific amount. Some policies also provide secondary coverage for volunteers, such as parents, to drive students. Insurance companies often require that the school have copies on file of the volunteers' driver's licenses and insurance cards.

TRANSPORTATION DOCUMENTATION AND PERMISSION SLIPS

I. If a student will be driving himself/herself to a WBL site, check school policies and protocols around students transporting themselves and others. At a minimum, prepare a transportation agreement with the parent or guardian that includes

1. Parental permission to drive;
2. Verification that student and car are covered by insurance;
3. Statement that the car to be used is safe and inspected;

4. Other agreements as needed (see sample form); and
5. Parent and student signatures.

Retain a copy of student's driver's license and insurance card in the school's files.

II. Generally, the practice of students driving other students is discouraged. However, if you choose to let students drive one another to a work-based learning site, be aware that students under the age of 18 are the provisions of Vermont's Graduated License Laws. At a minimum, prepare a transportation agreement that includes the following:

1. Parental permission to drive, including:
2. Verification that student and car are covered by insurance;
3. Statement that the car to be used is safe and inspected;
4. Parental permission for their child to drive the other student(s);
5. Parental permission for their child to be driven by the other student;
6. Other agreements as needed (see sample form);
7. Parent and student signatures; and

Retain a copy of student's driver's license and insurance card in the school's files.

III. Teacher/other person driving a student: The Vermont School Boards Insurance Trust (VSBIT) addresses [Employee/Volunteer Usage of Personal Vehicles for School Activities](#) through their Multi-Line program. If a teacher or other person is to drive a student, at a minimum:

- A. Get written parental permission for the student to be driven by the person named.
- B. Have the adult verify in writing (after consultation with his/her insurance carrier) that he/she is covered to transport students.
- C. Follow school policy and protocols on transporting students in private vehicles.
- D. Verify with the school's general liability insurance carrier that adults will receive at least secondary coverage through the policy when transporting students. Find out what protocols need to be followed to ensure the driver will receive secondary coverage. Verify which adults are authorized under this coverage, e.g., school personnel, parents volunteers, community members, others.
- E. Make the adult aware of whether or not the school's general liability policy provides secondary coverage for them to transport students.

WORKERS' COMPENSATION

[Workers' compensation](#) is insurance that compensates an individual's lost wages (a percentage) due to injury suffered while on the job and covers medical costs, disability rehabilitation, the loss of functional capacity and survivor benefits, as well as providing liability protection for the employer. Individuals who are engaged in a paid employee-employer relationship must be covered by the employer. The employer's workers' compensation insurance should pay for all reasonable and necessary medical services and supplies related to an on-the-job injury. In some cases, this may include not only coverage for doctor visits and hospital treatment, but also coverage for physical therapy, medication, chiropractic treatment and psychological counseling.

Any student involved in a paid work-based learning position must be covered by workers' compensation insurance. Currently in Vermont, workers' compensation coverage for the student is the responsibility of the employer. Students should not be placed in any paid work position if the employer does not or will not cover the student with workers' compensation

insurance. It is illegal according to both state and federal law to have a paid employee who is not covered by workers' compensation insurance. Before placing a student in a paid employment position verify that the employer has workers' compensation insurance.

WORKERS' COMPENSATION QUESTION

Is the student covered by workers' compensation insurance for his/her specific paid work-based learning position?

OTHER INSURANCE CONSIDERATIONS

- When a work-based learning experience involves a business or a site off school grounds, verify that the site has commercial general liability insurance. The employer should verify that its policy will cover them when hosting students.
- Always verify with the school administration, what policies and protocols and checklists need to be followed for the WBL experiences being implemented. If these strategies are not in place, make sure they are established. A few questions to address:
 - What is the student placement process for WBL experiences?
 - What are the WBL Coordinator's expectations to ensure the safety of the student?
 - What are the student expectations when placed off campus?
- Insurance policies that cover work-based learning experiences sometimes have a definition of "to monitor" which outlines what is expected of the person coordinating the work-based learning experience including supervision requirements, pre-placement activities, and site review requirements.
- Work-based learning experiences usually assume or require a connection between the experience and the student's academic program, either for credit or not for credit.
- Always make sure forms are returned and signed.
- Check with the school administration on the school's policies and protocols around performing background checks on people who are not employees of the school but who will work with students directly in a work-based learning experience.

SCHOOL RESPONSIBILITIES

- Carry proper insurance coverage.
- Provide the WBL Coordinator with appropriate resources regarding the school's insurance coverage and policy(ies) in place.
- Maintain transparency and consistent communication with the WBL Coordinator around the needs of the students, staff, and school.
- Ensure compliance with federal and state regulations.
- Provide school policies and protocols around students transporting themselves and others.
- Ensure an appropriately licensed WBL Coordinator is in place.
- Provide opportunities for the WBL Coordinator to visit the workplace and meet with work site staff.

WBL COORDINATOR RESPONSIBILITIES

- Determine the insurance coverage your secondary school already has or needs to have in place to cover WBL experiences including those that are not during traditional school hours, not on school grounds, and not directly supervised by a school employee.
- Verify that the employer has workers' compensation insurance before placing a student in a paid employment position.
- Determine the school's transportation policy for driving student(s) to worksites, students driving themselves to worksites, and students driving other students to worksites.
- Verify the worksite has commercial general liability insurance.
- Ensure the worksite does not practice discrimination.
- Verify the worksite is accessible and that students with disabilities have the accommodations they need to participate in the WBL experience.
- Monitor the site throughout the experience and address basic safety rules in the school-based curriculum.
- Verify the employer adheres to child labor laws with regard to hours and hazardous working conditions.
- Confirm the role of the student involved in a work-based learning experience as student, unpaid trainee, or employee.
- Train students in using applicable safety precautions.
- Maintain updated documentation for student placements that detail the rights, responsibilities of all stakeholders, and risks inherent in that placement.
- Explain to the student the importance of confidential information and what the work site's rules are regarding information, the student's rights, and the school's policy on confidentiality.

EMPLOYER RESPONSIBILITIES

- Maintain a safe work environment and eliminate hazards.
- Train students to recognize hazards and use safe work practices.
- Comply with child labor laws with regard to hours and hazardous working conditions.
- Understand the distinction between an unpaid work-based learning experience and one that requires compensation according to the Fair Labor Standards Act.
- Assure that the equipment to be used by students is safe and appropriate.
- Provide appropriate supervision.
- Provide worker's compensation coverage for the student, when applicable.
- Monitor the safety of the student and provide instruction/assistance to the student when the need arises.
- Ensure the worksite does not practice discrimination.
- Ensure the worksite is accessible and that students with disabilities have the accommodations they need to participate in the WBL experience.
- Explain to the student the importance of confidential information and what the work site's rules are regarding confidentiality.

STUDENT RESPONSIBILITIES

- Participate in safety training prior to and during WBL experiences.
- Follow and practice work safety procedures.
- Possess knowledge of laws, policies, and procedures that are in place for their protection in the working environment.
- Ask questions when questions arise.
- Report any questions, comments, concerns about WBL experience to WBL Coordinator.

Adhere to both worksite's and school's confidentiality policies.

RESOURCES

- [US Department of Labor Fair Labor Standards Act Adviser](#)
- [YouthRules!](#), launched by the U.S. Department of Labor in May 2002 to increase public awareness of Federal and [State Laws](#) concerning young workers.
- Vermont Department of Labor, [Workers' Compensation](#)
- Vermont Agency of Transportation, [Department of Motor Vehicles](#)
- [Vermont School Boards Insurance Trust \(VSBIT\)](#)
- Vermont Agency of Education, [Liability Insurance - Sec. 10. 16 V.S.A. § 1756\(b\)](#)

LINKS TO WBL TOOLS AND RESOURCES

ASSESSMENT

- [Tennessee's DoE Work-Based Learning Personalized Learning Plan](#)
- [Vermont Work-Based Learning Standards](#)
- [West Virginia DoE Self and Peer Assessment samples](#)

CONFIDENTIALITY

- [Castle View High School Confidentiality Agreement](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Northeastern University Sample Confidentiality Agreement](#)

EMPLOYER

- [Employer Satisfaction Survey - Tennessee DoE](#)
- [Employer Toolkit, Jobs for the Future](#)
- [Fair Labor Standards Act](#)
- [Minnesota Connecting Youth to Work-Based Learning Manual](#)
- [Occupational Safety and Health Administration](#)
- [Ohio DoE Work-Based Learning](#)
- [Tennessee DoE Work-Based Learning Resources](#)
- [Vermont Child Labor Laws](#)
- [Work-Based Learning: AN EMPLOYER'S GUIDE, Change the Equation](#)

EVALUATION OF WORK-BASED LEARNING

- [Experiential Learning Guide](#), West Virginia Department of Education
- [Georgia's DoE WBL Program Assessment Rubric](#)
- [Minnesota DoE WBL sample forms](#)
- [Ohio DoE Implementation of a Work-Based Learning Model](#)
- [Tennessee DoE WBL Survey for District Leaders, School Administrators, and Educators](#)
- [Tennessee WBL Employer Survey](#)
- [Vermont Work-Based Learning Standards](#)
- [West Virginia Industry Evaluation Rubric](#)

LIABILITY

- [Department of Motor Vehicles](#), Vermont Agency of Transportation
- [Liability Insurance - Sec. 10. 16 V.S.A. § 1756\(b\)](#), Vermont Agency of Education
- [US Department of Labor Fair Labor Standards Act Adviser](#)
- [Vermont School Boards Insurance Trust \(VSBIT\)](#)
- VSBIT [Employee/Volunteer Usage of Personal Vehicles for School Activities](#)
- [Workers' Compensation](#), Vermont Department of Labor
- [YouthRules!](#), launched by the U.S. Department of Labor in May 2002 to increase public awareness of Federal and [State Laws](#) concerning young workers.

NONDISCRIMINATION

- [Americans with Disabilities Act](#) (ADA)
- [Discrimination by Type](#) The U.S. Equal Employment Opportunity Commission (EEOC)
- [Iowa Sample Continuous Notification of Nondiscrimination Policy Statement](#)
- [Office for Civil Rights](#)
- [SAMPLE NOTICE of NON-DISCRIMINATION](#)
- [Tennessee Sample Annual Notice of Nondiscrimination](#)
- [Title VI of the Civil Rights Act](#)
- [Title IX of the Educational Amendment](#)
- [Vermont's Fair Employment Practices Act](#)
- [Youth in the Workplace](#), (EEOC)

PROFICIENCY BASED GRADUATION REQUIREMENTS

- [AOE's Sample Proficiency Based Graduation Requirements](#)
- [Education Quality Standards](#)
- [Illinois PaCE: Postsecondary and Career Expectations](#)
- [Ohio's Career Connections Lesson Plans](#)
- [Ohio's Quick Guide to Career Connections](#)
- [The National Standards for Financial Literacy](#)

THE VERMONT STATE BOARD OF EDUCATION HAS ADOPTED THE FOLLOWING STANDARDS:

- [Common Core State Standards](#)
- [National Core Arts Standards](#)
- [Next Generation Science Standards](#)
- [National Health Education Standards](#)
- [National Standards and Grade-Level Outcomes for Physical Education](#)

PLANNING THE WORK-BASED LEARNING EXPERIENCE

- [Employer Satisfaction Survey](#), Tennessee Department of Education
- [Illinois PaCE: Postsecondary and Career Expectations](#)
- [Tennessee DoE WBL Policy Guide](#)
- [Vermont Work-Based Learning Standards](#)
- [Work-Based Learning: AN EMPLOYER'S GUIDE, Change the Equation](#)
- [Work-Based Learning within the Career Development Progression](#)

SAFETY

- [H.513 \(Act 49\)](#), Vermont General Assembly
- [Occupational Safety and Health Administration](#), U.S. Department of Labor
- [Project WorkSAFE](#), Vermont Department of Labor
- [Vermont Crime Information Center](#)
- [Vermont Department of Public Safety](#)

- [VT Employee Rights](#), Vermont Department of Labor
- [Young Workers' Rights](#), U.S. Department of Labor

SCHOOLS AND ADMINISTRATORS: ROLES AND RESPONSIBILITIES

- [Minnesota Connecting Youth to Work-Based Learning Manual](#)
- [Tennessee Building a Work-Based Learning System: Key Roles and Responsibilities](#)
- [Upper Valley Business & Education Partnership's Externship Program](#)
- [Vermont Work-Based Learning Standards](#)
- [Work-Based Learning within the Career Development Progression](#)

TRAINING OR EMPLOYMENT

- [Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act](#)
- [Fair Labor Standards Act](#) (FLSA)
- [Primary Beneficiary Test](#)
- [The Second Circuit Court](#)

TRANSFERABLE SKILLS

- [Building Career Knowledge and Navigation Skills along the WBL Spectrum](#)
- [Education Quality Standards](#) (EQS)
- [Employability Skills Framework](#), U.S. Department of Education
- [Research Triangle Institute](#)
- [Tennessee's WBL Employability Skills Checklist](#)
- [Transferable Skills: Sample Graduation Proficiencies and Performance Indicators](#)

VERMONT LABOR LAWS

- [Employment Certificates](#), Vermont Department of Labor
- [Fact Sheet, U.S. Department of Labor](#)
- [Fair Labor Standards Act](#)
- [U.S. Department of Labor](#)
- [US Department of Labor Fair Labor Standards Act Adviser](#)
- [Vermont Child Labor Laws](#)
- [YouthRules!](#)

WORK-BASED LEARNING COORDINATOR: ROLES AND RESPONSIBILITIES

WBL programs in other states:

- [Massachusetts DESE Connecting Activities \(CA\) initiative](#)
- [Minnesota DoE Work-Based Learning Program](#)
- [Minnesota Connecting Youth to Work-Based Learning Manual](#)
- [Ohio DoE Work-Based Learning Massachusetts Work-Based Learning Plan](#)
- [Tennessee's DoE Work-Based Learning Program](#)

- [West Virginia DoE Work-Based Learning Program](#)

Several Vermont state agencies involved in workforce development:

- [Department of Labor](#)
- [Agency of Commerce and Community Development](#)
- [Division of Vocational Rehabilitation](#)
- [Vermont Agency of Transportation](#)

Sample forms and materials:

- [Sample Training Plans, Minnesota DoE](#)
- [Experiential Learning Guide, West Virginia DoE](#)
- [Massachusetts DESE Forms, Procedures, and Practices](#)
- [Tennessee WBL Employer Survey](#)
- [West Virginia Industry Evaluation Rubric](#)